

**Name of Grant Program:** Inclusive Concurrent Enrollment Partnership Programs for Students with Disabilities – Residence Life Implementation: Phase 2.

**Fund Code:** 239

**PART III – REQUIRED PROGRAM INFORMATION**

**FY2017 GRANT APPLICATION – Massachusetts Inclusive Concurrent Enrollment Initiative (MAICEI):**

**RESIDENCE LIFE OPPORTUNITIES (PHASE 2)**

**Fund Code 239**

**SECTION 1 - CONTACT INFORMATION**

**Partnership Response.** Provide complete contact information from each of the partnering agencies. If multiple districts and/or high schools are involved, list contact information for each separate organization.

	Name, Mailing Address, Telephone Number, Email Address
College/University	
Project Director	
Senior Administrator in Charge of Residence Life	
Vice-President of Academic Affairs/Provost	
Vice-President of Student Affairs	
President of the College/University	
<b>District 1. (Name Only)</b>	
High School(s) Contact(s):	
Special Education Administrator(s):	
Principal(s):	
High School Project Director(s):	
<b>District 2* (Name Only)</b>	
High School(s) Contact(s):	

<b>Name of Grant Program:</b> Inclusive Concurrent Enrollment Partnership Programs for Students with Disabilities – Residence Life Implementation: Phase 2.	<b>Fund Code:</b> 239
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<b>Special Education Administrator(s):</b>	
<b>Principal(s):</b>	
<b>High School Project Director(s):</b>	

\* Please add rows for additional districts as needed.

<b>Name of Grant Program:</b>	Inclusive Concurrent Enrollment Partnership Programs for Students with Disabilities – Residence Life Implementation: Phase 2.	<b>Fund Code:</b> 239
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**DIRECTIONS:** *The Program Overview and Application are a single document. Read through the Program Overview and then provide responses to the application questions listed below.*

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## **PROGRAM OVERVIEW:**

### **Background**

The purpose of this state-funded competitive grant program (Fund Code 239) is to establish and strengthen sustained partnerships between high schools in public school districts and public colleges and universities to offer inclusive concurrent enrollment residence life opportunities for students with severe disabilities (as defined in Section 1 of chapter 71B of the General Laws) between the ages of 18 and 22, inclusive. Programs through fund code 239 will serve students in one of two categories:

- (1) Students, 18 to 22, who have not passed and/or are not likely to achieve the competency determination necessary for graduation by passing the MCAS exam because of the severe nature of their intellectual disabilities, and are eligible for special education services as documented through an Individualized Education Program (IEP); or
- (2) Students, 20 to 21, who have passed MCAS, but are still eligible for special education with an Individualized Education Program (IEP) because of significant functional disabilities, transition needs, etc.

Through the provision of a free and appropriate public education in the least restrictive environment, funded partnerships will result in inclusive systems in colleges and school districts that better support students with severe disabilities to achieve success by living on campus and learning through participation in college courses. The intent of the program is to contribute significantly to the self-determined interpersonal, intrapersonal, and career goals of the students who participate.

### **Priorities**

Funding for Residence Life Implementation, Phase 2 (Fund Code 239) is intended to support inclusive concurrent enrollment partnership leadership teams that have previously received planning and implementation grants to develop inclusive residence life opportunities on campus and are prepared to serve students in the Fall of 2016. The residence life partnership leadership team will have created new and/or adapted existing campus systems necessary to recruit and select students with disabilities to live in on-campus housing with their nondisabled peers beginning August 2016. The partnership will have created orientation programs for selected students in the spring and summer of 2016; it will also have arranged for providing accommodations, supports, and services necessary to facilitate the full participation of students in typical residence life practices and programs on campus and in credit and non-credit courses with and without pre-requisites in the general curriculum.

## OVERVIEW OF PROPOSAL REQUIREMENTS:

Successful proposals should:

- 1) Include contact information for project stakeholders;
- 2) Articulate a clear and compelling rationale for implementing an inclusive concurrent enrollment residence-life program for students with severe disabilities. The rationale should explain how implementation of a residence-life program complements the mission of the college/university; its most recent strategic planning efforts; and other ongoing inclusive concurrent enrollment efforts on campus;
- 3) Provide evidence in 11 key program design elements which will guide the successful implementation of the proposed residence life program:
  - a. Program Structure;
  - b. Recruitment and Selection;
  - c. Orientation;
  - d. Course Enrollment and Student Support;
  - e. Staffing;
  - f. Staff Development;
  - g. Career Development and Support;
  - h. Student Transition;
  - i. Assessment and Evaluation;
  - j. Planning for Sustainability; and,
  - k. Project Management.
- 4) Detail roles for key stakeholders and a project timeline for accomplishing funded activities;
- 5) Articulate specific student, program, and institutional outcomes for both the college/university and the school district resulting from successful implementation; and,
- 6) Detail a project budget and related narrative that clearly supports the successful implementation of the proposed program.

Building on the outcomes of their funded planning year, partnership teams that submit successful proposals for Fund Code 239 will use grant funds to serve eligible students based on a solid foundation of staffing and system-level changes essential to a high-quality inclusive residence life program which also offers access to inclusive credit and non-credit courses, with and without pre-requisites. The inclusive concurrent enrollment residence life initiative offers students with severe disabilities opportunities for success in credit and non-credit courses with and without pre-requisites within the general college or university curriculum with their non-disabled peers while living on campus.

Partnerships will identify eligible students to participate in inclusive college courses during the 2016-2017 academic year at the college or university. Program staff from the college or university and the high school(s) will work with the students and their families to consider existing IEP transition planning and conduct person-centered planning in order to identify courses and potential employment opportunities that relate to the students' career goals. By early summer 2016, partnerships will have recruited and selected eligible students to participate in inclusive residence life opportunities during the 2016-2017 academic years at the college or university, and provide orientation activities during the late summer of 2016. Program staff from the college or university and the high school(s) will work with students and their families to consider existing transition planning and conduct person-centered planning in order to inform inclusive residence life arrangements, including necessary accommodations, supports, and services.

**Development of policies and procedures.** Program policies and procedures must outline the types of information that will be used when determining student course selection and eligibility for residence life (e.g., the IEP, MA Transition Planning Form, person-centered planning and career assessments, placement tests, and meetings with parents, school personnel, and students) and indicate how course selection and participation in inclusive residence life will be related to individual students' plans for post-secondary education, employment, independent living, and/or community participation. The policies and

<b>Name of Grant Program:</b>	Inclusive Concurrent Enrollment Partnership Programs for Students with Disabilities – Residence Life Implementation: Phase 2.	<b>Fund Code:</b> 239
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procedures must outline the types of information that will be used when determining inclusive residence life arrangements, including alignment with individual students' transition planning, and the promotion of students' independent living and community participation skills. Proposals should include information on the types of accommodations, supports, and services students will receive in order to participate in inclusive opportunities, including courses, the life of the college, community-based competitive integrated employment, and inclusive dormitory living. The proposal should also include information on how families will be engaged in the program.

Technical assistance. Technical assistance will be provided to the funded partnership as it implements its program. Additionally, funded partnerships are encouraged to use allocated funds to obtain consultation services from qualified experts. Providers for the required technical assistance activities will be selected in consultation with the Executive Office of Education (EOE).

**Name of Grant Program:** Inclusive Concurrent Enrollment Partnership Programs for Students with Disabilities – Residence Life Implementation: Phase 2.

**Fund Code:** 239

## PROJECT APPLICATION

### SECTION 2. PROGRAM RATIONALE. Please include your response under each of the following prompts.

- A. Describe your partnership's reasons for wanting to develop an inclusive concurrent residence life enrollment program for students with severe disabilities. Provide information on the current inclusive concurrent enrollment and transition practices on campus, and include information on how an inclusive concurrent enrollment residential program fits into the mission of the campus; its most recent strategic plan; and other ongoing inclusive concurrent enrollment activities.
- B. The college or university must include: (1) a statement assuring that the inclusive concurrent enrollment program will be designed to include students in the residence life of the college, with individualized accommodations, supports, and services necessary to enable inclusive dormitory living; and (2) a statement assuring that the inclusive concurrent enrollment program will be designed to enable students from the target audience to be placed in credit and non-credit courses with their non-disabled peers and that the course selection will be aligned with the transition planning for each student.

### SECTION 3. PROGRAM DESIGN ELEMENTS. Respond to each bulleted question, based on the outcomes of your campus' previous planning and preparation. When appropriate, provide documentation of completed work which will support the program implementation.

#### A. Overall Program Design

- Describe, in detail, how the residence life program is designed. Detail adjustments in the various campus- and school-based systems necessary to facilitate student success for students who participate in the inclusive concurrent enrollment residence life program.
- What is the network of accommodations, supports, and services organized to enable inclusive on-campus residence life and promote full participation in the student life of the college community? How is this network organized?
- How is the program organized to provide opportunities for the inclusion of students with severe disabilities in curricular and co-curricular learning opportunities in collaboration with their non-disabled peers?
- What program policies and practices ensure inclusive curricular and co-curricular opportunities as well as employment, and/ residence life opportunities for students with severe disabilities?
- How do these policies and practices integrate students' desired post-school outcomes noted on the Individualized Education Plan (IEP), Transition Planning Form, person-centered planning activities, transition assessments, interest inventories, etc.?
- How are family members engaged in all aspects of the program?

#### B. Staffing

- What staff are required to implement the program?
- What are the percentages of time (FTE) of each staff member dedicated to the project?
- What are the qualifications of personnel specific to each of the role identified for the project?
- What are hiring timelines?
- What are professional development needs of program staff?
- What is the supervisory structure?

To help identify personnel for Key Roles, partnerships should refer to the *Quality Indicators for the Inclusive Concurrent Enrollment Partnership Programs Grant* document (Appendix B). Partnerships may also use the *Think College Standards*,

**Name of Grant Program:** Inclusive Concurrent Enrollment Partnership Programs for Students with Disabilities – Residence Life Implementation: Phase 2.

**Fund Code:** 239

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*Quality Indicators and Benchmarks for Postsecondary Education Services for Students with Intellectual Disabilities* (Appendix C) document as a resource.

**C. Recruitment and Selection**

- What is the recruiting and selection process organized for recruiting and selecting students for on-campus living, including selection criteria, the interview process, and application review process?
- How will the selection process be coordinated with school districts, educational collaboratives, charter schools, and the IEP process?
- What are specific guidelines for facilitating person-centered planning (PCP) focused on the design of a transition experience that seamlessly integrates curricular and co-curricular experiences on campus, residence life, career development activities; and integrated competitive employment? Who facilitates the initial person-centered plan and when is it facilitated?
- How is the PCP process a collaborative enterprise engaging personnel from the school and the college/university as well as family members and other individuals committed to supporting self-determination of the student?
- Please provide as appendices all materials that have been developed for outreach, determining eligibility, and selecting students. (This may include interview protocols for prospective students; evaluation rubrics to guide student selection; brochures, and other materials.)

**D. Orientation**

- What guidelines and training curricula have been developed to assure that program student's behavior is consistent with the institution's code of conduct and any other behavioral guidelines governing student behavior on campus?
- How will the project draw on existing orientation resources on campus so the experience for incoming students is both inclusive and informative?
- Please provide completed handbooks and orientation materials as appendices.

**E. Course Enrollment and Student Support**

- What knowledge, skills, and dispositions are essential to on-campus living and full participation of students in the curricular and co-curricular opportunities which are available?
- How will the project promote and enhance academic, social, functional, integrated competitive employment skills, and other transition-related goals?

**F. Staff Development**

- What key personnel roles will support the participation of participating students, family members, school district personnel, campus administrators, faculty, student services staff, residence life administrators, residence life peer mentors, campus security, health services, food services, student leadership organizations, recreation and wellness services, and other offices or organizations that may have a role in supporting a successful residency life experience for participating students?

**Name of Grant Program:** Inclusive Concurrent Enrollment Partnership Programs for Students with Disabilities – Residence Life Implementation: Phase 2.

**Fund Code:** 239

**SECTION 3. PROGRAM DESIGN ELEMENTS. Respond to each bulleted question, based on the outcomes of your campus' previous planning and preparation. When appropriate, provide documentation of completed work which will support the program implementation.**

- What is the professional development plan providing training and technical assistance to individuals playing key roles (including project staff, faculty, residence life staff, residence life peer mentors, paraprofessionals, and other staff and students at the college or university)?
- How will the plan ensure individuals playing key roles have the skills needed to support inclusive curricular and co-curricular opportunities, life of the college, employment, and/or residential opportunities for students with severe disabilities (e.g., universal design, educational coaches, and natural supports)?
- What is the training curricula for all personnel supporting the acquisition and practice daily living skills and competencies essential to on-campus living and full participation of students in the curricular and co-curricular opportunities?

**G. Career Development and Support**

- How is the project interconnected with adult agencies and other organizations which may support education and career training for the students?
- How does the project promote student participation in community-based integrated competitive employment related directly to course selection and career goals, using the [Massachusetts Work-Based Learning Plan](#)?
- How will employment specialists work with students to meet their employment goals?

**H. Student Transition**

- How will the project develop specific guidelines for facilitating a transitional planning process as students prepare to complete the inclusive concurrent enrollment residence life experience, implementing the person-centered planning process to identify revised IEP goals and services, learning goals; career development activities; and potential changes in integrated competitive employment?

**I. Assessment and Evaluation**

- How will the project collect, review, and analyze evaluation data generated from the program and adjust the program design accordingly?
- How will the partnership leadership team be kept apprised of ongoing data collection and analysis?
- Provide specific examples of pre- and post-residential skills surveys as well as detailed protocols for how and when the data will be analyzed and when reports will be issued.

**J. Planning for Sustainability**

- Who are the key stakeholders in establishing strategies for sustaining the program once grant funding has expired?
- How will these stakeholders be convened to discuss sustainability?
- What goals will guide conversations about sustainability?
- Provide projected self-sustaining budget scenarios with hypothetical timelines for achieving sustainability.

**Name of Grant Program:** Inclusive Concurrent Enrollment Partnership Programs for Students with Disabilities – Residence Life Implementation: Phase 2.

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**K. Project Management**

- How will the partnership work with participating students and their families to consider existing transition planning in order to identify courses, participation in the residential life of the college, employment, and/or residence life opportunities that relate to the student's post-secondary goals?
- What is the communication protocol for ensuring clear and consistent communication among partners, students, family members, adult service agencies, and those who will work towards the success of inclusive dormitory living, such as student residence life peers or residence life coordinators, campus security, food service, health and wellness, and others?
- How will partnership work with local employers to make integrated competitive employment opportunities available, and how the [Massachusetts Work-Based Learning Plan](#) will be used with students?

**SECTION 4. KEY STAKEHOLDERS AND PROJECT TIMELINE.**

- A. List the stakeholders who will form the mandatory Partnership Leadership Team and collaborate in the planning and program design process. Provide a description of their responsibilities. This Team may include leaders from the college or university and school districts, and representatives from adult service agencies, family members, and those who will work towards the success of inclusive on campus residence life, such as the college or university residence life director, campus security, campus health services, student residence life peers or residence life coordinators, for example. School districts may wish to include, among others: transition coordinators; education coaches; teachers; and, administrators. The Residence Life Partnership Leadership Team will: (1) meet on a regular basis to discuss the policies, practices, and procedures necessary to implement and sustain an inclusive concurrent enrollment residence life program; (2) oversee the development, implementation, and ongoing evaluation of the comprehensive action plan in order to facilitate full participation in curricular and co-curricular activities for all students, including those living on-campus; and, (3) create policies, practices, and procedures to facilitate ongoing inclusion of new school districts each year of the grant program. These procedures must include details on how parents of students who may be appropriate for inclusive concurrent enrollment should approach their school district to request an opportunity to participate.
- B. What is the calendar of partnership leadership team meetings for the project year? Provide a proposed a detailed calendar of anticipated dates, month by month, for stakeholder activities, meetings and project milestones.

**SECTION 5. INTENDED OUTCOMES.**

Describe the anticipated outcomes from the development and implementation of an inclusive concurrent enrollment residence life program. Address the anticipated outcomes for students, families, the partnership as a whole, the college/university campus community, its faculty, staff, and students.

**Name of Grant Program:** Inclusive Concurrent Enrollment Partnership Programs for Students with Disabilities – Residence Life Implementation: Phase 2.

**Fund Code:** 239

## **SECTION 6 – Continuous Improvement**

The MAICEI is committed to ongoing quality assessment and continuous improvement. All funded programs are required to participate in ongoing data collection and professional development. The goal of participating in these activities is to facilitate grantee program design; assessment; and program improvement through data collection, analysis, and related professional development efforts, supported by the Executive Office of Education. Participation in these activities is required to support the evaluation of the state system as whole.

All programs affiliated with the MAICEI are required to participate in the following assessment and professional development efforts:

1. Participation in two site visits from the EOE, one held mid-way through the project year, the second conducted toward the end of the grant cycle. Both visits will use the “Think College Standards, Quality Indicators, and Benchmarks for Postsecondary Education Services for Students with Intellectual Disabilities” as the conceptual framework to assess ongoing program development. In addition, the mid-year visit will require a thorough discussion of the program’s fiscal status as of the time of the visit, including projected changes in the budget to assure that grant funds are appropriately and thoroughly expended. Partnerships are encouraged to include partnership leadership team members in conversations, using the Think College framework, in formative assessment activities;
2. Participation in two statewide coordinators’ meeting, one held mid-year, the other held at the end of the grant year, in conjunction with the statewide MAICEI annual conference;
3. Participation in the MAICEI annual conference; and,
4. Participation in monthly MAICEI coordinator’s teleconference meetings.

In addition, all programs affiliated with the MAICEI are required to use the “Think College Data Collection Evaluation System” to enter relevant data supporting program development as well individual student participation.

**Name of Grant Program:** Inclusive Concurrent Enrollment Partnership Programs for Students with Disabilities – Residence Life Implementation: Phase 2.

**Fund Code:** 239

## SECTION 7. BUDGET.

A total of \$150,000 is available, **subject to state appropriation**. The House and Senate Ways and Means budgets have identified funding for this program in the Executive Office of Education (EOE). Awards will come from the EOE. Subject to funding availability, one partnership may be awarded up to \$150,000.

Applications will be reviewed and funded based upon the quality of programs proposed. Proposals with an in-kind contribution will be given priority.

Only colleges or universities that were granted funds under the FY2016 Fund Code 238 grant competition are eligible to submit proposals for the FY2017 Fund Code 239 grant program.

When designing the program's proposed budget, applicants should consider and be able to justify expenditures in the following areas:

Funds may be used for:

- consultants (e.g., parent consultants and youth leaders);
- stipends/salaries and fringe benefits for project personnel, including employment specialists, student residence life peers (who provide supports for dormitory living), and residence life coordinators and/or caregivers;
- mentoring and technical assistance to support the development of the proposed model;
- training for student residence life peers (who provide supports for dormitory living);
- training supplies, including site costs;
- travel costs, including attendance at required MAICEI coordinators' meetings;
- indirect costs for school districts at the ESE rate; and
- indirect costs for the colleges and universities at the approved ESE rate not to exceed a maximum of 11%.

Funds may not be used at any time for:

- assistive technology (the necessary technology to ensure full access to the curriculum);
- pre-existing student transportation costs;
- equipment;
- tuition for courses\*; and,
- stipends for supporting employment opportunities for participating students.

\*Please note: State-supported tuition for courses shall be waived by the participating colleges and universities.

A. Provide a budget narrative for FY2017 (Upon Approval – 6/30/2017) and FY2017 (7/1/2017 – 8/31/2017) with details on each of the above areas of expenditure as applicable to the proposal. For each of the costs detailed on the budget pages, provide a detailed justification of the purpose of the costs.

B. If the proposal includes an in-kind contribution, provide a budget narrative detailing the source, amount, and use of the funds.